THE RELATIONSHIP OF EXTRAPUNITIVENESS ON THE ROSENZWEIG PICTURE-FRUSTRATION STUDY TO AGGRESSION IN OVERT BEHAVIOR AND FANTASY*

JULES D. HOLZBERG, PH.D., AND RITA POSNER
Psychological Laboratories, Connecticut State Hospital, Middletown, Connecticut

THE Rosenzweig Picture-Frustration Study (9, 10, 11) is being increasingly utilized in research and in clinical practice. That its use should have become widespread is readily understandable in view of the important motivational behavior the test purports to measure, i.e., the handling of one's aggression in response to frustration. In addition, the ease with which its data can be handled statistically makes it a "natural" for research clinicians concerned with dynamic psychology.

A problem that has arisen for the present investigators has been concerned with the level of behavior tapped by this test. Rosenzweig (7, 11) clearly recognizes this problem when he states: " . . . there is unfortunately no definitive answer at present to one fundamental question that arises in the interpretation of the P-F Study—the question concerning the projective level from which the responses made by the subject issue" (11, p. 171). He indicates that three possibilities exist. The first is that the subject may be responding "self-critically" and thus only partially revealing his mode of behavior in a real-life situation. The second possibility is that the subject may reveal his actual mode of behavior when frustrated. Lastly, the subject may be expressing more "covert or latent" feelings in such situations. While Rosenzweig indicates that it is not absolutely possible to differentiate these levels of response on the test, it is nevertheless his feeling that the second level of projection " . . . is assumed to have figured in the average P-F record" (11, p. 171). Thus, while he is not definitive in answering the problem, he seems to suggest that the test is a measure of the individual's patterns of overt behavior.

The present investigators' experiences have suggested that the Rosenzweig is frequently not clearly related to overt patterns of behavior. What seems to be measured by the instrument in many instances is more an indication of how the individual thinks or fantasies rather than how he behaves overtly. This study is therefore concerned with this problem—what is the relationship between performance on the Rosenzweig on the one hand, and overt behavior and fantasy on the other?

The data presented in this study were collected as part of a larger study. Because this larger study was concerned with the problem of aggressive manipulation of the environment, the present study therefore deals primarily

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with extrapunitiveness or the outward direction of aggression on the Rosenzweig. For the purpose of this study, aggression is not presumed to be a pathological phenomenon but rather is equated for the most part with "assertiveness."

Subjects. The subjects for this study were 47 student nurses ranging in age from 20 to 22 years. Educational attainment would imply a minimum of average intelligence.

Testing Techniques. No attempt will be made to describe the Rosenzweig in detail. Briefly, it consists of twenty-four cartoonlike situations designed to disclose verbal patterns of response to various frustrating situations by permitting the subject to identify with the frustrated figures in the cartoons. Two dimensions of personality are revealed by the test—the direction of aggression and the type of aggressive reaction. As indicated above, the present study is concerned only with one dimension, i.e., the direction of aggression and specifically extrapunitiveness.

In addition to the Rosenzweig, three measures of overt behavior and one measure of fantasy were utilized. The use of three measures of overt behavior was felt necessary because of the evidence that aggressive behavior may differ with changing frames of reference, i.e., that an individual may react differently with regard to the expression of aggression as the situation in which he finds himself changes in its contextual significance. While this is probably true for many personality traits, this is peculiarly significant for aggression since aggressive tendencies " . . . constitute a considerable proportion of all human drives" (3, p. 58). Aggression is an early learned pattern of behavior with strong social taboos (2) and therefore may be expressed overtly more freely in certain situations than in others. Thus, in order to procure an adequate sampling of the subjects' aggressive behavior, three measures were utilized.

The first measure of overt behavior was the Allport Ascendance-Submission Reaction Study (1). This test is designed to discover the disposition of an individual to dominate or be dominated by his fellows in various personal relationships of everyday life. Thirty-four situations are presented and the subject is asked to select one of a group of responses which most nearly characterizes his usual behavior in that situation. An example of one such situation is as follows: "If a student in class discussion makes a statement that you think erroneous, do you question it?" The Allport Study was selected in order to get at the subjects' own evaluations of their tendencies to be assertive or nonassertive.

The second measure of overt behavior was a rating scale consisting of six items depicting typical student situations on a five-point scale specifically devised for this study. (See Appendix, Supervisors' Rating Scale.) Supervisors of the student nurses were asked to rate them for the degree of asser-

tive behavior expressed. The score for each subject was the sum of the ratings received on the six items. The rating scale was utilized to procure measures of the subjects' assertiveness in situations involving authority figures.

A third measure of overt behavior was a sociometric device that was also specifically designed for this study. (See Appendix, Sociometric Technique.) The subjects were asked to rate their fellow students in terms of assertive qualities on four items. The frequencies with which each subject was chosen first, second, etc., were computed and multiplied by a weighted score ranging from five for first choice to one for fifth choice. The same was done for the negative ratings (nonassertive), except that the latter scores were considered negative quantities. The two scores for each subject were then added algebraically. The sociometric measure was designed to reveal the assertiveness of the subjects in their relationships with their peers. The task was presented to the students as a research study in social psychology, directed toward obtaining information on the preferences of a group of people who have worked together.

The measure of fantasy utilized for this study was a modification of the Thematic Apperception Test (see Appendix). Fifteen TAT cards were presented to the subjects in a group situation in which they were asked to select one of two responses that best described what was going on in the picture. One of the two choices aimed at tapping assertiveness while the other was designed to tap nonassertiveness. An attempt was made to control the content for each pair of choices, so that the difference between a pair of choices could be attributed entirely to the presence or absence of assertiveness. The score for each subject was determined by totaling the number of aggressive items selected. The task was presented to the subjects as a study of artistic and literary experience.

Testing Procedure. The Rosenzweig was administered in the usual manner for group testing. After a two-week interval, the Allport Reaction Study and the modified TAT were administered in group fashion, the latter by projection on a screen. Two months later, the subjects were given the sociometric technique. At the end of this two-month interval, the supervisors rated the subjects.

Results and Discussion

The reliability of the testing techniques specifically designed for this study was determined. Split-half reliability of the supervisors' ratings was found to be .88. Split-half reliability of the modified TAT was .61. Because the sociometric technique consisted of only four items, a split-half reliability was not determined. Rather, interitem relationships were studied by correlating each item with every other item. Interitem correlations ranged from .67 to .86 (Table 1). On the basis of these results, it was felt that the three techniques devised for this study had a fair degree of reliability.

TABLE 1. INTERCORRELATIONS OF SOCIOMETRIC TECHNIQUE ITEMS

	Item II	*Item III*	*Item IV*
Item I	.86	.85	.79
Item II	X	.83	.81
Item III	X	X	.67

Rosenzweig extrapunitive scores were then correlated with the scores of each of the three measures of overt behavior and the measure of fantasy. The correlations were all found to be *not* significantly greater than zero (Table 2). Thus, it would appear that Rosenzweig extrapunitiveness was not a measure of assertiveness either in overt behavior or in fantasy.

TABLE 2. CORRELATIONS OF ROSENZWEIG EXTRAPUNITIVE SCORES WITH MEASURES OF OVERT BEHAVIOR AND FANTASY

	r
Allport Reaction Study	.06
Supervisors' Ratings	.02
Sociometric Technique	.23
Modified TAT	.20

Because of this absence of any relationship, further analyses were performed with the data to help to explain these findings. Since each measure of overt behavior tapped but one segment of assertive behavior, it was conceivable that the Rosenzweig might not be significantly related to any single measure but could be significantly related to all of the measures of overt behavior collectively. Thus, a multiple correlation was performed between the Rosenzweig and all three measures of overt behavior. The result here parallels the previous findings in that the multiple correlation was no higher than that achieved for the individual measures of overt behavior. The relationship was not significantly greater than zero.

In order further to clarify the absence of relationships thus far, Rosenzweig intrapunitive and impunitive scores were separately correlated with the scores on the three measures of overt behavior and the one measure of fantasy. The findings here are that there are no significant relationships between intrapunitiveness and impunitiveness on the one hand, and the three measures of overt behavior and the one measure of fantasy on the other (Table 3). Multiple correlations were performed between the measures of overt behavior and intrapunitiveness and impunitiveness, with again no significant relationships found. Both correlations were .25.

While these results indicated that there was no relationship between performance on the Rosenzweig and either overt behavior or fantasy, the final

TABLE 3. CORRELATIONS OF ROSENZWEIG INTRAPUNITIVE AND IMPUNITIVE SCORES WITH MEASURES OF OVERT BEHAVIOR AND FANTASY

	Intrapunitive Scores	*Impunitive Scores*
Allport Reaction Study	.09	−.13
Supervisors' Ratings	−.15	.08
Sociometric Technique	−.14	−.17
Modified TAT	−.23	−.08

possibility that remained was that the Rosenzweig was not discriminating throughout the entire distribution of subjects but might do so if one dealt with the extremes of the Rosenzweig scores. In order to test this hypothesis, the subjects receiving the highest extrapunitive scores and those receiving the lowest extrapunitive scores were placed in two groups. This represented approximately the upper and lower twenty per cent of the distribution of Rosenzweig extrapunitive scores. The mean scores on the three measures of overt behavior and the one measure of fantasy were determined for each group and the difference between the means for these extreme groups was tested statistically. It was found that Rosenzweig extrapunitiveness did not discriminate between the assertive and nonassertive subjects as far as overt behavior was concerned. However, higher extrapunitiveness was found to be related to higher aggressive fantasy, and lower extrapunitiveness to lower aggressive fantasy. The reliability of these findings is at the five per cent level of confidence (Table 4).

TABLE 4. SIGNIFICANCE OF DIFFERENCES ON MEASURES OF OVERT BEHAVIOR AND FANTASY BETWEEN SUBJECTS WITH EXTREME ROSENZWEIG EXTRAPUNITIVE SCORES

	Subjects with High Extrapunitive Scores			*Subjects with Low Extrapunitive Scores*					
	*M**	*SD*	SE_M	*M**	*SD*	SE_M	*Diff.*	$SE_{Diff.}$	*t*
Allport Reaction Study	40.9	21.0	8.8	37.6	3.6	4.5	+3.3	9.8	.34
Supervisors' Ratings	14.6	5.6	2.3	16.6	4.2	1.4	−2.0	2.7	.74
Sociometric Technique	41.7	6.0	2.5	36.4	10.2	3.4	+5.3	4.2	1.30
Modified TAT	8.4	0.8	0.3	6.4	2.2	0.7	+2.0	0.8	2.50

* The means represent the means of scores on the measures of overt behavior and fantasy.

Because of the findings yielded by the last analysis, extremes of impunitiveness and intrapunitiveness were studied in terms of their discriminating ability. The results are that impunitiveness did not discriminate between

TABLE 5. SIGNIFICANCE OF DIFFERENCES ON MEASURES OF OVERT BEHAVIOR AND FANTASY BETWEEN SUBJECTS WITH EXTREME ROSENZWEIG IMPUNITIVE SCORES

	Subjects with High Impunitive Scores			*Subjects with Low Impunitive Scores*					
	M	*SD*	SE_M	*M*	*SD*	SE_M	*Diff.*	$SE_{Diff.}$	*t*
Allport Reaction Study	33.4	12.6	4.5	40.5	17.5	5.5	−7.1	7.1	1.00
Supervisors' Ratings	16.8	3.9	1.4	16.9	4.5	1.4	−0.1	2.0	.05
Sociometric Technique	36.7	11.8	4.2	40.4	6.1	1.9	−3.7	4.6	.80
Modified TAT	7.6	1.8	0.6	7.2	1.8	0.6	0.4	0.8	.50

the extremes either in overt behavior or in fantasy (Table 5). Intrapunitiveness, however, while not discriminating between the extremes of overt behavior, did discriminate between the extremes of the fantasy measure but at the ten per cent level of confidence. Lower intrapunitiveness was found to be related to higher aggressive fantasy, and higher intrapunitiveness to lower aggressive fantasy (Table 6).

TABLE 6. SIGNIFICANCE OF DIFFERENCES ON MEASURES OF OVERT BEHAVIOR AND FANTASY BETWEEN SUBJECTS WITH EXTREME ROSENZWEIG INTRAPUNITIVE SCORES

	Subjects with High Intrapunitive Scores			*Subjects with Low Intrapunitive Scores*					
	M	*SD*	SE_M	*M*	*SD*	SE_M	*Diff.*	$SE_{Diff.}$	*t*
Allport Reaction Study	39.2	13.6	4.3	34.6	13.5	4.3	+4.6	6.1	.76
Supervisors' Ratings	16.8	3.9	1.2	17.5	5.7	1.8	−0.7	2.2	.32
Sociometric Technique	37.8	10.8	3.4	41.3	12.4	3.9	−3.5	5.2	.67
Modified TAT	6.1	2.1	0.7	7.7	1.7	0.5	−1.6	0.9	1.88

The findings with the modified TAT may be compared to those of Lindzey (5), who found no correlational relationship to Rosenzweig extrapunitiveness and intrapunitiveness with comparable measures of the TAT. This is consistent with the present research findings except that the present study went beyond correlational analysis and found a relationship between the extremes of Rosenzweig extrapunitive and intrapunitive scores and the modified TAT.

Some comments may be in order on certain incidental findings emerging from this research. The three measures of overt behavior were found to be significantly related to each other at the five per cent level of confidence

(Table 7). This would indicate that the expression of aggression in overt behavior has some degree of consistency with differing frames of reference. However, the correlations are relatively low in an absolute sense, thus indicating that aggressive behavior cannot be predicted with perfect accuracy from one context to another, that it is always necessary to consider the frame of reference within which aggressive behavior occurs.

TABLE 7. CORRELATIONS BETWEEN MEASURES OF OVERT BEHAVIOR

	Supervisors' Ratings	*Sociometric Technique*
Allport Reaction Study	.31	.32
Supervisors' Ratings	X	.31

The expression of aggression in overt behavior was also compared to the expression of aggression in fantasy (Table 8). A significant inverse relationship was found between supervisors' ratings and the modified TAT, but no relationship was found between either the Allport Reaction Study or the

TABLE 8. CORRELATIONS OF MODIFIED TAT WITH MEASURES OF OVERT BEHAVIOR

Allport Reaction Study	−.04
Supervisors' Ratings	−.31
Sociometric Technique	−.11

sociometric technique and the modified TAT. A multiple correlation between the three measures of overt behavior and the modified TAT is not significant ($r=.31$). The significant inverse relationship between the supervisors' ratings and the modified TAT supports a conclusion by Symonds that "If a person works out his problems in overt behavior, he does not find it necessary to work them out in fantasy—and if he works them out in fantasy, he is not bound to express them in reality" (12, p. 205). A qualitative analysis of the present data also reveals that very few subjects show an absence of aggression in both overt behavior and in fantasy. This seems consistent with present understanding of the frustration-aggression hypothesis (2) and the obvious implication that people in present-day society cannot completely avoid significant frustrating experiences, with the consequent development of aggressive feelings. Thus, the complete absence of aggression both overtly and in fantasy would constitute a paradox, and this the present data indicate. The problem is not the presence or absence of aggression, but rather how the individual copes with it and expresses it.

In a recent report, Rosenzweig (8) criticized several validity studies

which attempted to relate the findings on the P-F Study with reactions to experimentally induced frustrations. His criticism was that the induced frustrations did not bear a sufficiently close resemblance to the situations in the test. A similar criticism may be applied to the present study since the criteria used, i.e., the three overt measures of behavior and the one measure of fantasy, did not subject the individual to any stress but rather attempted to measure the degree of aggressiveness of which a subject was capable. The assumption made in the present study is that there is a direct relationship between aggression in response to frustration and the "reservoir" of aggression within the individual, both being functions of learned patterns of behavior emerging from early childhood frustrations (2). The criterion measures in this study attempted to measure this "reservoir." Thus, it was assumed that the more aggressive individuals as measured by the criterion techniques in this study would respond with greater aggression in response to overt frustration. Just as " . . . it is assumed that types of reaction to frustration have a certain degree of generality" (8, p. 304), so it may be assumed that aggression has a "certain degree of generality" in terms of its direction and intensity.

An important assumption underlying the modified TAT used in this study was that it measured fantasy. Clearly, the Thematic Apperception Test has here been changed into a structured instrument, something that it is *not* in clinical practice. However, one characteristic of its original projective nature still was present; namely, the subjects did not appreciate the significance of the test. The TAT was presented to them as a test of art and literary experience. Furthermore, the selection of one of two alternates on the modified TAT is not too unlike the specific questioning frequently used in "testing the limits" in TAT clinical practice. The modified TAT also tended to be inversely related to the measures of overt behavior with the consequent inference that it was not measuring aggression in overt behavior. This would seem to support the belief that the modified TAT still retained its original properties of a fantasy measure.

The present tests of overt behavior did not sample all situations in which aggression might occur. Thus, situations involving reactions to men, family relationships, intimate friends, etc., were not included. It is possible that measures derived from such situations may be more related to extrapunitiveness than the three measures that were selected for the study. However, apart from the impracticability of procuring the former kinds of measures, the three measures of overt behavior utilized in this study nevertheless sampled important aspects of the aggressive behavior of the subjects.

There is always the possibility of conscious manipulation of answers with an objective personality test such as the Allport Reaction Study. However, this did not seem to have occurred, since the Allport Reaction Study was

found to be as significantly related to the other two measures of overt behavior as these two were with each other.

None of the criterion measures used in this study incorporated all three directions of aggression used by Rosenzweig, i.e., extrapunitiveness, intrapunitiveness and impunitiveness. An extension of the present research should certainly recognize this limitation.

Summary and Conclusions

The over-all conclusion of this research is that the Rosenzweig Picture-Frustration Study does not appear to be related to aggressiveness in overt behavior. Rather, it would seem to be more a measure of the presence of aggression in the fantasy life of the individual. The Rosenzweig is frequently accepted by subjects in a humorous vein. Humor has been recognized as a vehicle for "liberating" aggression (4, 6). It would seem possible that this humorous frame of reference of the Rosenzweig "liberates" aggression which might otherwise not be expressed overtly.

The inability of the Rosenzweig to discriminate throughout the entire continuum of aggressive fantasy presents a problem that the authors do not feel able at this time to interpret. Whether this is a function of the sensitivity of the Rosenzweig or of the criterion measure cannot be stated. The results rather emphasize the need for further validity study of this test.

While the Rosenzweig was primarily designed as a research tool, it potentially fills an important need in clinical work. Tapping as it does an important aspect of behavior that is so basic to human motivation, this instrument has tremendous potential clinical applicability. Its "face" validity appears very high. However, this should not blind the research clinician to the need for careful validity study of the Rosenzweig since it is obvious that many clinical instruments masquerade under "face," but unproven, validity. Rosenzweig has himself stressed the need for such validity studies (7), apparently conscious of the fact that this test is being extensively used clinically in spite of his cautions to the contrary. In fact, he has correctly indicated that this is not a problem for the Rosenzweig alone, but for all projective tests.

Appendix

SUPERVISORS' RATING SCALE

PERSONALITY BEHAVIOR RATINGS

The Psychological Laboratories of the Connecticut State Hospital are conducting a personality study of student nurses presently at the hospital to whom a battery of psychological tests has already been administered. As one important part of this study, we are interested in obtaining behavior ratings on certain aspects of personality.

On the following pages, you will find a total of six situations which all student nurses have had to face. Following each situation are five different modes of behavior which an individual student might follow. Would you please encircle *one* of the five modes of behavior

which would most accurately describe the behavior of the student whose name is on these sheets.

Please encircle *one* response for every item even though it may be difficult in some cases. It is necessary that *one* response be encircled for *every* item if the results of this study are to be valid.

A. When discussions are held in a classroom situation, the above student:* 1) is among the first to voice and develop her opinions; 2) although not among the first to voice and develop her opinion, contributes more frequently than most of the other students and is able to develop her ideas; 3) contributes to the discussion at hand as often as most of the students; 4) rarely contributes to the discussion, usually speaking only when asked a direct question by the instructor; 5) never takes an active part in the discussion, preferring to listen rather than to speak.

B. When laboratory periods are held in Nursing Arts class, and, for example, the student is presented with a problem that might be met in the home and is asked to improvise nursing equipment that could be used in that particular situation, the above student: 1) is able to show initiative in improvising the necessary equipment without help from the instructor; 2) although occasionally needing help and suggestions from her instructor, is able to handle the problem, for the most part, by herself; 3) needs about as much help from the instructor as the average student in working out the problem; 4) needs more help than most of the other students in working out the problem, only occasionally being able to solve such problems by herself; 5) needs constant supervision and help in working out the problem, never manifesting initiative in carrying it to completion.

C. When a patient is in the above student's care, she: 1) always waits to be told what to do by her head nurse or supervisors and shows no initiative in obtaining information about the patient; 2) frequently waits to be told what to do by her head nurse or supervisors and shows little initiative in obtaining information about the patient; 3) shows average ability in obtaining information about the patient and does simple things for him, having to be told what to do about as often as most of the students; 4) obtains information about him and does simple things for him, only occasionally having to be told what to do by her head nurse or supervisor; 5) obtains information about him and does simple things for him without waiting to be told what to do by her head nurse or supervisor.

D. When the above student is criticized, she: 1) never displays any resentment in any way; 2) rarely displays any resentment either verbally or in her mannerisms; 3) displays her resentment verbally or in her mannerisms no more than the average student; 4) somewhat more than most of the students, makes her resentment known by retaliating verbally or by her mannerisms; 5) invariably makes her resentment known in some manner—possibly by retaliating verbally or by her mannerisms.

E. When school social activities, such as the organization of dances, student forums, social teas, and clubs are being *planned*, the above student: 1) never takes part in the planning of the school social activities; 2) rarely takes part in the planning of such activities; 3) contributes to the planning as much as the average student; 4) although not taking the initiative in the planning is able to take an active part in contributing ideas for the success of the project; 5) takes the initiative in planning such activities.

F. In school activities, such as forums and clubs, the above student: 1) participates very actively in the situation by initiating discussion and joining actively in the discussions that arise; 2) participates frequently, not necessarily initiating discussions, but joining in actively once they begin; 3) contributes her ideas no more often than the average student; 4) rarely contributes ideas to the discussion; 5) never contributes ideas to the discussion.

* The weights for scoring are from 5 for the most assertive to 1 for the least assertive.

SOCIOMETRIC TECHNIQUE

SOCIAL PSYCHOLOGY STUDY

The Psychological Laboratories of the Connecticut State Hospital are at present conducting a study in Social Psychology. As part of this study, we are interested in obtaining information regarding the preferences of a group of people who have worked together and know each other fairly well. Naturally, the results of this study will depend upon each person's cooperation in that it is essential that each person be as honest as possible in writing down the names called for on the following pages.

You will not be asked to sign your own name, so that no one will know your preferences.

You will always be asked to write five names (first and last names). Every question must be answered if the results of this study are to be valid.

I. Let us say that the student nurses at the Connecticut State Hospital were to enter a contest against student nurses of another hospital, the contest consisting of a debate on the subject "What makes a successful nurse?" What person in the entire present group of student nurses would you prefer to have represent you at this debate? Naturally such a person would have to think quickly on her feet, and be poised and confident while speaking before other people. If you could not have her, indicate your second, third, fourth and fifth choices. Indicate also, in the order of least preference (that is, giving first the one you would least like), the five people who you feel would possess least of the necessary qualities mentioned above.

II. Before you leave this hospital, your group will probably plan a party or a dance. Of necessity, one person will be needed to guide the planning, to show initiative and originality in her ideas, and to help special committees with suggestions so that the affair will run smoothly. What girl in this group of student nurses do you think could do this most efficiently? Make five choices in the same manner as above (that is, first, second, third, fourth, and fifth choices). Make five other choices of girls who you think possess least of the above qualities.

III. What girl in the group do you think is most capable of representing your interests at student council? She would have to be someone who can fight vigorously for the principles of the group and be able to down the arguments of her opponents effectively. If you could not have this girl represent you, indicate your second, third, fourth and fifth choices. Make five other choices of girls who you think would be least capable.

IV. Suppose you were having difficulty in making an important decision. What girl in the present group of student nurses would you approach to make the decision for you—assuming that you are looking for a person who always has a definite opinion about things and speaks about them very easily to others? Make a second, third, fourth and fifth choice also. Make five choices of girls whom you would most likely not approach to make the decision for you under these conditions.

MODIFIED TAT

STUDY OF ARTISTIC AND LITERARY EXPERIENCE

We are at present engaged in a study of the psychology of artistic and literary experience.

You will be shown magazine illustrations on the screen. For each illustration, you will have two descriptions of what might be happening in the picture.

Read the two descriptions very carefully before you decide which *one* of the two best fits the picture. Sometimes both will appear to describe the picture. However, pick the *one* which you think is the most appropriate for the illustration. One choice *must* be made for each illustration.

Indicate your choice by encircling the letter that precedes the description that best describes what might be happening in the picture.

1.* a) The woman is asking the man to help her come to a decision. b) The woman is advising the man about what decision he should make.

2. a) The boy is thinking of the ways he could support himself in order to enable him to get through medical school. b) The boy is hoping that someone will be able to support him financially through medical school.

3. a) The young man on the couch does not agree with the other person's ideas and is closing his eyes, refusing to talk to him. b) The young man on the couch is concentrating on what the other man is saying and is deciding to follow the other man's suggestions.

4. a) The man has just told the woman that he will not be tolerant of her son's misdeeds. b) The man is asking the woman to use her influence with her son who might be able to help him out of his difficulties.

5. a) The boy is telling the man that he is not interested in his advice. b) The boy is deciding to take the man's advice.

6. a) The girl, who has been told to help with the work in the fields, is just about to do so, even though she would prefer to do some other things which are more important to her. b) The girl has decided that she will not be able to help with the work in the fields because she will be too busy working on things more important to her.

7. a) This person is cursing under his breath because a friend who was going to pick him up in his car is late. b) This person is waiting to be picked up by a friend who had offered to drive him to work that night.

8. a) The little girl is about to leave the room because she does not find the story that is being read to her interesting. b) Although the little girl can read, she prefers to have the woman read to her.

9. a) The woman has just insulted the man and is refusing to get out of bed and dress. b) The woman has just been insulted by the man and is lying in bed, afraid to make a comment.

10. a) The woman is pleading with the other person to wake up and help her find her dog. b) The woman is shaking the other person awake, telling her to look for her dog because she has no time to do it herself.

11. a) The girl by the tree is waiting for a chance to approach the other girl so that she can become acquainted with her and become her friend. b) The girl by the tree is hoping that the other girl will notice her and make some overtures toward establishing a friendship with her.

12. a) The younger woman is disregarding some advice the other woman is giving and is not listening to her. b) The younger woman is seeking some advice from the other woman.

13. a) The girl, who does not feel well, is walking into a room, seeking help. b) The girl is angry at the world because she does not feel well, and is about to slam the door.

14. a) The woman is pleading with the man, asking him not to leave her alone. b) The woman is determined to prevent the man from leaving her alone.

15. a) The woman is thinking how nice it would be if some friends made a surprise party for her birthday. b) The woman is deciding to make a surprise party for one of her friends.

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